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ABSTRACT

This practicum addressed communication enhancement between classroom and substitute teachers by implementing a substitute teacher management program to improve the quality of information and materials teachers made available to substitutes. A systematic method by which substitutes learned school policies and procedures was also developed and employed. A target population of six teachers was established based on data gathered through interviews, surveys, and systematic observations. The basic strategies of the program included: (1) developing, distributing, and utilizing a substitute handbook; (2) designing and implementing a systematic method for teachers to prepare for a substitute; (3) developing and utilizing a substitute report form; and (4) implementing a systematic method by which key resource people were made available to greet and assist substitutes. Pre and post surveys were administered to the target population to determine if the specific objectives had been accomplished. Results indicated that the solution strategies employed were highly successful in enhancing communication, establishing a viable procedure to assist the substitutes in learning school policies and procedures, and improving lesson planning and preparation for substitute teachers. (Appendixes include pre and post substitute teacher surveys, pre and post target population surveys, and interview questionnaires.) (Author/RS)

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# A SUBSTITUTE TEACHER MANAGEMENT PROGRAM TO ENHANCE COMMUNICATION BETWEEN SUBSTITUTE AND CLASSROOM TEACHERS AT THE MIDDLE SCHOOL LEVEL

by

Margaret Gaffney

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June/1989

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Signed Margaret Gaffney
Margaret Gaffney

Abstract

Enhancing Communication Between Substitute Teachers and Classroom Teachers at the Middle School Level by Designing and Implementing a Substitute Teacher Management Program.
**Gaffney, Margaret.** 1989: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Middle School Education/Intermediate Grades/Middle Schools/Substitute Teachers/Relief Teachers/Part-time Faculty/Lesson Planning/Communication Skills/Educational Games/Educational Activities/ Classroom Communication/School Discipline/Discipline/ Teaching Methods/Teacher Effectiveness/Teacher Recruitment.

Enhancing communication between classroom teachers and substitute teachers was addressed by designing and implementing a substitute teacher management program to improve the quality of information and materials teachers made available to substitutes. A systematic method by which substitutes learned school policies and procedures was also developed and employed. A target population of six teachers was established based on data gathered through interviews, surveys, and systematic observations. The four basic strategies of the program included: (1) developing, distributing, and utilizing a substitute handbook, (2) designing and implementing a systematic method for teachers to prepare for a substitute, (3) developing and utilizing a substitute report form, and (4) implementing a systematic method by which key resource people were made available to greet and assist substitutes. Success of the program was measured by administering post surveys to the target population and substitute teachers to determine if the specific objectives of the program had been accomplished. After analyzing the results of the pre and post surveys, it was concluded that the solution strategies employed were highly successful in enhancing communication between classroom teachers and substitute teachers, establishing a viable procedure to assist the substitutes in learning school policies and procedures, and improving lesson planning and preparation for substitute teachers. Appendices include pre and post substitute teacher surveys, pre and post target population surveys, and interview questionnaires.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

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Verification of Practicum Activity

Dear Observer:

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Practicum Title A Substitute Teacher Management Program to Enhance Communication Between Substitute and Classroom Teachers at the Middle School Level

Student's Name Margaret Gaffney

Program Site Bradenton Date 6/9/89

Observer's Name Mr. Guy Bennett Guy Bennett
(please print---------and sign)

Observer's position Principal Phone # 497-0552

Observer's comment on impact of the project (handwritten):

I confirm that Margaret Gaffney has worked on and completed a much needed Substitute Teacher Management Program for Venice Area Middle School.

IV

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# CHAPTER I

## Purpose

The target school is a large middle school located in southwest Florida which contains grades six, seven, and eight. This school is the community's only middle school. It serves four vastly different communities, and receives sixth graders from five elementary schools. The student enrollment of 1,361 includes children from families with many different backgrounds and socio-economic positions.

The writer is currently employed at the target school as a full-time sixth grade social studies teacher who has worked in the target school for six years and within that period has taught students whose abilities ranged from below average to gifted. As a result of teaching in all three grade levels over the period of six years, the writer has had the opportunity to team teach with a wide variety of teachers. This mobility has enabled the writer to perceive the school from a broader perspective than most classroom teachers. In addition to teaching, the writer's major responsibilities include serving

in a number of leadership roles. These positions of leadership include serving as an elected member of the School Based Management Council, serving as a team leader, and serving as a member of the Advisary Council for the National Junior Honor Society. Being involved as a team leader, and an active member of the School Based Management Council, the writer has an opportunity to be very much involved in many facets of the target school. One of the major responsibilities of the members of the School Based Management Council is sharing in decision-making and problem-solving at the school. A major responsibility of the team leader is to inform the School Based Management Council of concerns or issues a teacher or a team feels should be addressed by the Council. Through these positions the writer was able to initiate and control the changes proposed in this practicum project.

The instructional staff of 69 teachers was the general target population. More specifically, the target population consisted of members of the instructional staff who were frequently absent from school and thus created the need for a substitute teacher to be in the classroom. This figure

included no non-instructional staff members such as administrators, guidance counselors, office personnel, media specialists, or support personnel. The instructional staff was 100 percent Caucasion and consisted of 42 females and 27 males. As substantiated by personnel records, an average of five absentee teachers per day resulted in the need for an average of five substitute teachers per day. A major problem at the target school was the discrepancy between the materials and information made available to substitute teachers and what should have been made available upon reporting to the school office and designated classrooms.

In order to determine the causes and severity of the problem at the target school, the writer gathered evidence using several research tools. Research methods utilized to gather data included:

1. Interviews with the principal's secretary and the dean of students (Appendix A:42).
2. Interviews with five substitute teachers.
3. Five systematic observations.

4. Written surveys of 10 substitute teachers (Appendix B:43).
5. Interviews with the target population (Appendix C:45).

The evidence gathered through use of these measurement methods indicated to the researcher that a serious discrepancy existed between what was occurring and what should have been occurring at the target school. An analysis of the information gathered by each of these research tools is given in the remainder of this chapter.

The writer interviewed the principal's secretary and the dean of students (Appendix A:42). This interview verified that the target school suffered from a communication problem relating to substitute teachers. The secretary, in interacting with many substitutes on a daily basis, learned that on several occasions the substitutes were not satisfied with materials and information left for them by the classroom teacher. In addition, the secretary was frequently called upon by the substitutes to answer questions regarding school policies and procedures and indicated that a systematic method designed to give

this information to the substitutes would be beneficial. The dean of students had witnessed frustration on the part of the substitutes and had been called upon to handle numerous discipline problems which could have been prevented if the substitutes had been made aware of school procedures prior to entering the classroom. The dean recommended the target school implement changes to better meet the needs of the substitutes.

To gather more specific information regarding the problems substitutes faced, the writer interviewed five substitute teachers who served the target school on a regular basis. These interviews indicated the substitutes were frustrated and unhappy at the target school in many respects and indicated a very strong discrepancy between what was and what should have been provided at the target school, especially seating charts, schedules, emergency instructions, attendance procedures, school policies, and discipline procedures. The questions and responses to the interviews are indicated on the following page.

Questions and Responses to Substitute Interview:

1. When asked if communication between teachers and substitutes was adequate, all five substitutes stated it could be improved.

2. When asked if a handbook stating school policies and procedures would be beneficial, all five substitutes recommended one be developed and distributed to substitutes.

3. When asked if they would respond to a written survey designed to gather more detailed information, all five substitutes agreed to do so.

4. When asked to name teachers who were habitually remiss in their preparation for substitutes, the same five teachers were named by four out of the five substitutes.

5. Substitutes were asked what items were usually available upon arrival at their designated classroom. Responses to this section of the interviews are indicated below:

Table I

Items Usually Available to Substitute Teachers Upon Arrival to Designated Classroom

| ITEM | SUB. 1 | SUB. 2 | SUB. 3 | SUB. 4 | SUB. 5 |
|---|---|---|---|---|---|
| Lesson Plans | o | x | o | x | x |
| Seating Charts | x | o | x | o | o |
| Class Schedule | x | o | o | x | o |
| Emergency Procedures | o | o | o | o | o |
| Attendance Rules | o | o | o | o | o |
| School Policies | o | o | o | o | o |
| Discipline Procedures | o | o | o | o | o |

x=Substitute stated item usually available.
o=Substitute stated item usually not available.

For the purpose of this practicum project, the five teachers named by the substitutes as having difficulty in making adequate preparations and leaving sufficient materials and information will be known as Teacher A, Teacher B, Teacher C, Teacher D, and Teacher E. To substantiate the information given to the researcher in the substitute interviews regarding Teachers A through E, and to be certain these teachers should be members of the target group, the researcher systematically observed the materials and information left by these teachers. The researcher asked to be notified by the principal's secretary when the target teachers were absent. The researcher then went to the designated classroom and assisted the substitute in locating specific items. In four of the five observations, the substitutes appeared anxious and frustrated because of the lack of information and materials left by the teachers. The specific items which were located during the observations are indicated in the following table:

Table II

Items Located by Observer and Substitute Teachers During Systematic Observations

| Information | Teacher A | B | C | D | E |
|---|---|---|---|---|---|
| Lesson Plans | x | o | x | o | x |
| Seating Charts | o | o | o | o | x |
| Class Lists | o | x | o | x | o |
| Emergency Instructions | o | o | o | o | o |
| Attendance Procedures | o | x | o | x | o |
| Discipline Procedures | o | o | o | o | o |
| Contact Person | o | o | o | o | o |
| School Rules | o | o | o | o | o |
| Classroom Rules | o | o | o | o | x |
| Name of a Reliable Student | o | o | o | o | o |

x=Item Available
o=Item Not Available

These observations led to the conclusion that the information gathered in interviews with the five substitutes was correct and Teachers A through E were definite candidates for the target group. To continue the investigation, the researcher conducted a written survey of 10 substitutes (Appendix B:43). (The five substitutes who were previously interviewed are included in this figure.) This survey yielded a wealth of information to the researcher and indicated a serious need for change at the target school. Several substitutes actually wrote paragraphs on the survey form suggesting changes which could be made to enhance communication between the classroom teacher and the substitute. They stated increased communication would lessen the frustration faced when they arrive at their designated classrooms. The substitutes indicated they were in need of basic items such as a map of the school, lesson plans, a list of school policies and procedures, an explanation of attendance procedures, a list of students in each class and seating charts. These were only a few of the items the substitutes requested. To assist the researcher in efforts to locate any additional

instructional staff members who needed to be included in the target group, the survey requested the names of teachers who did not consistently leave adequate materials and information. Responses to the substitute survey supported information obtained in interviews with five substitutes, naming Teachers A-E as those needing assistance in preparing for a substitute. In addition, one other teacher was named by four of the ten substitutes surveyed! This teacher will be known as Teacher F.

To gather more information about members of the target group and to establish initial contact, the researcher personally interviewed Teachers A-F (Appendix C:45). Interviews with these six teachers proved to the reseacher that the target group was accurately identified and gave specific information regarding the information and materials the teachers usually made available to a substitute. When interviewing Teachers A through F, the writer learned that not one of the six teachers had an organized system of preparing for a substitute. .Many admitted to having been lax in providing lesson plans, seating charts, class lists, time schedules, emergency

instructions, and attendance policies to substitutes. The writer also learned that members of the target group did not always leave discipline procedures, the name of a faculty member to consult in the event assistance was needed, the name of a reliable student, homework assignments, class rules or the location of video equipment. All six teachers agreed to work with the researcher to improve their preparation procedure for a substitute.

After gathering and reviewing the research, the writer determined that the problem of frustration and unhappiness felt by the substitutes could be attributed to two major factors: (1) lack of materials and information offered to the substitutes by the target population, and (2) lack of information available to the substitutes regarding school policies and procedures.

The problem addressed in this practicum was closing the discrepancy gaps in meeting substitute teachers' needs. These gaps are listed on the following page:

## Discrepancy Gaps

1. Lesson Plans . . . . . 40 percent gap
2. Seating Charts . . . . . 60 percent gap
3. Class Schedule . . . . . 60 percent gap
4. Emergency Instructions . .100 percent gap
5. Attendance Procedures. . .100 percent gap
6. School Policies. . . . . .100 percent gap
7. Discipline Procedures. . .100 percent gap

"Gap" means difference between "what was" and "what should have been". In order to close these gaps, and realize positive changes at the target school, the following objectives needed to be reached:

1. At the end of a 10 week period, 90 percent of the substitutes will agree the substitute teacher management program significantly lowered their level of frustration by at least 50 percent as measured by responses to item one on the post survey (Appendix D:47).

2. At the end of a 10 week period, 90 percent of the substitutes will agree the substitute teacher management program significantly improved the quality of the materials and information (lesson plans, seating charts, and class schedules) given to them by the target population as measured by 90 percent positive responses to item two on the post survey (Appendix D:47).
3. At the end of a 10 week period, 90 percent of the substitutes will agree the substitute teacher management program significantly improved the information and materials given to them regarding school policies and procedures as measured by 90 percent positive responses to item three on the post survey (Appendix D:47).
4. At the end of a 10 week period, 90 percent of the substitutes will agree the substitute teacher management program significantly enhanced the communication (emergency instructions and classroom discipline procedures) between the substitutes and the target population as measured by 90 percent positive responses on item four of the post survey (Appendix D:47).

5. At the end of a 10 week period, 90 percent of the substitutes will agree the educational activities included in the substitute teacher management program were beneficial and educational as measured by 90 percent positive responses to item five on the post survey (Appendix D:47).
6. At the end of a 10 week period, 83 percent of the target population will agree the substitute teacher management program significantly improved the quality of the information and materials (class lists, lesson plans, and class schedules) they left for a substitute as measured by five of the six targeted teachers (83 percent) responding positively to item one on the post survey (Appendix E:49).
7. At the end of a 10 week period, 83 percent of the target population will agree the substitute teacher management program significantly improved the quality of the information and materials given to the substitutes regarding school

policies and procedures as measured by five of the six targeted teachers (83 percent) responding positively to item two on the post survey (Appendix E:49).

8. At the end of a 10 week period, 83 percent of the target population will agree the substitute teacher management program enhanced communication (emergency instructions and classroom discipline procedures) between the target population and the substitutes as measured by five of the six targeted teachers (83 percent) responding positively to item three on the post survey (Appendix E:49).
9. At the end of a 10 week period, 83 percent of the target population will agree the substitute teacher management program offered a systematic and thorough approach to preparing for a substitute and proved to be beneficial to the target group as measured by five of the six targeted teachers (83 percent) responding positively to item four on the post survey (Appendix E:49).

## CHAPTER II

### Research and Solution Strategy

According to Friedman (1983), effective substitute teaching is a very important issue on both the local and national level because nearly 10 percent of all public school instruction is provided by substitutes on an annual basis. Therefore, what American education offers students every year is in no small part determined by the quality of the substituting.

As Professor of Sociology at California State University, Friedman conducted ethnographic research during the 1979-1980 school year in three small to medium-sized Los Angeles County school districts. The research technique used was participant observation. In order to gather information regarding substitute teaching, Friedman took an academic leave of absence and worked as an officially qualified and certified substitute teacher in the three districts. In an effort to be viewed as "just another sub," the researcher did not allow others to know of the previously held position at the university. Forty five days of substitution were completed during this research of a ten-month period.

Findings of the research were summarized by categorizing the responsibilities and difficulties faced by the substitutes into two areas: (1) order-maintenance, and (2) assignment execution. In the area of order maintenance, Friedman included tasks such as roll-taking, record-keeping, performing lunchroom, bus, and other duties, and following proper discipline procedures. The researcher indicated substitutes need to be made aware of school policies and procedures in order for these tasks to be carried out correctly. In this study, the need for information was met by a handbook which the substitutes were given indicating the proper procedure for accurately performing these duties.

In the second area, assignment execution, Friedman refers to the concept that substitutes will continue the educational program with as little disruption of procedure as possible, and execute the lesson plans left by the classroom teacher as carefully as possible. However, Friedman found that the regular teacher's lesson plans ranged from detailed to adequate to sketchy to totally nonexistent, with most falling in the sketchy to adequate category. In a report, Friedman stated it was frequently necessary, as a

substitute, to fill in unplanned class time with some sort of impromptu improvised content. To meet this need for materials and educational lessons, the solution strategy selected by the researcher was to develop and utilize a collection of activities appropriate for the classroom.

By comparing the two major areas of responsibliity of substitutes which Friedman categorized in the study, order maintenance and assignment execution, a definite correlation with these categories and the substitute teacher situation at the target school could be seen. The two solution strategies, (1) the use of a handbook to give the substitutes information about school policies and procedures, and (2) the idea of substitutes having educational activities readily available was implemented into the solution strategy developed by the writer to solve the problems at the target school.

Parsons and Dillon (1981), Assistant Professors in the Department of Secondary Education at the University of Alberta, recommended teacher education courses in the field of substitute teaching be designed and implemented into the undergraduate teacher education curriculum. They believed substitute teaching should

be a common topic in university curriculum and instruction courses for two specific reasons: (1) teachers need training in how to effectively prepare for a substitute, and (2) many college graduates will begin their careers in education by using substitute teaching as a route towards gaining a full-time teaching position. According to Parsons and Dillon, teacher education courses need to be designed to train the potential classroom teacher in adequately preparing for a substitute, as well as train the potential substitute teacher to be effective. The writer agrees with Dillon and Parsons that most teachers and substitutes would benefit from this type of instruction. To meet this need, materials were designed by the writer to assist both teachers and substitutes in performing their duties, and instruction was given on proper use of the materials to gain optimum benefit.

Walker, as cited by Feldman (1981), developed a substitute teacher's report form designed to allow the substitute to systematically inform the classroom teacher of the events of the day. The form requires the substitute to communicate information to the classroom teacher regarding the behavior of students,

names of students who were absent or tardy, academic accomplishments, and other pertinent information. The writer developed a similar substitute report form for the substitutes to use at the target school.

Warren (1988) described many problems which substitutes face when they are acting as "relief pitchers" and cited some common characteristics of successful substitutes. According to a survey conducted among administrators, faculty members, substitutes and students, the most valuable characteristic of a successful substitute is punctuality. In the survey, administrators said they preferred that substitutes arrive 30 minutes prior to their first class so they could analyze lesson plans, locate texts and other materials, become acquainted with neighboring teachers, become familiar with campus grounds, fire exits, and emergency procedures. Warren also suggested that department chairs take time to have personal contact with all substitutes and help them locate lesson plans, student conduct guidelines, class lists and other pertinent information.

To meet these needs at the target school, substitutes who were new to the building were given a tour of the campus. All substitutes were accompanied

to their designated classroom and given assistance in locating the necessary information and materials.

In "Guidelines for Substitute Teachers in Secondary Schools," Wilson (1985) offered concrete advice to substitute teachers. As a high school principal, Wilson's philosophy was that good classroom discipline is essential to effective substitution and the very best discipline is a good lesson plan. Regarding the lesson plan concept, this author believed substitute teachers cannot always depend upon the regular teachers to provide substantial, sequential plans, and believed substitutes must resort to their own inventiveness. Several suggestions for substitutes which Wilson believed would help them experience a less frustrating and more productive day in the classroom follow:

1. Expect the unexpected. Never assume that a complete lesson plan, including seating charts, will be waiting. Assume the opposite and a substitute will be ready for anything.
2. Use available people as a resource. These people include office staff, department heads, team leaders, other teachers, media specialists, and students.

3. Improvise. If lesson plans are too short or nonexistent, use a lesson plan previously prepared. According to Wilson, vocabulary words, math exercises and brain teasers, activities using synonyms, antonyms, homonyms, and the use of crossword puzzles are all worthwhile and acceptable in the classroom.

Using the solution ideas recommended by Wilson, this writer made the names and extension numbers of the office staff, administrators, deans, department heads, team leaders and the media specialist available to the substitutes. The substitutes were encouraged to turn to these people for assistance and guidance. Team leaders, in particular, became key resource people, and the writer was also available as much as possible to help meet the needs of the substitutes. In addition, many of the educational activities recommended by Wilson were included in the activities selected by the writer and offered to the substitutes upon their arrival at the target school.

Dilanian (1987) addressed the issue of classroom management and the substitute teacher. According to Dilanian, substitutes need to establish classroom rules at the beginning of each class period and let the students know what the consequences will be for

misconduct. The author outlined a list of rules that a substitute may wish to establish and suggested specific consequences for misbehavior. The writer addressed the issue of classroom management with both the teachers and the substitutes by having each teacher leave a copy of discipline procedures used in the classroom, and encouraging each substitute to go over the rules with the students. By doing so, the students were aware that the substitute was knowledgeable about discipline procedures at the target school and this encouraged potentially disruptive students to be more cooperative.

Another excellent resource for solution strategies regarding problems substitutes face is the article, "Sub Center: Have Folders, Will Travel" (Davis, 1980). In this article, Davis explained how to organize and prepare a portable collection of materials for use in the classroom. The first step in making quick and wise decisions as a substitute was to have a well organized filing system of teaching ideas with the following items included: a paperback dictionary, a small bell to signal the end of a lesson, emergency duplicating masters, reading articles for students, and a special events calendar with information about the various holidays in the year. Davis also recommended

biographies of famous people to read to the class, and sample art projects which require only paper to make. Davis further commented that it was helpful to have a folder for every major subject at each grade level taught. Many of these ideas were used as part of the solution strategy when selecting educational activities and materials for substitutes at the target school.

Rundall (1981), a Professor of Secondary Education at California State University, wrote an interesting and informative article regarding teacher preparation for substitutes. In his article, "Give Your Sub a Break", Rundall stated a strong case emphasizing need for the following information to be left by the classroom teacher for the substitute: (1) seating charts, (2) classroom rules, (3) name of an emergency contact person, (4) class schedules, (5) class lists, (6) location of video equipment, (7) lesson plans, and (8) the name of a reliable student. The writer used these recommendations when assisting the target population prepare for a substitute.

As cited by Warren, (1988) Cannon, Instructional Coordinator of the Board of Education of Worcester County in Newark, Maryland designed a "Survival Guide for Substitute Teachers" (1984). The writer of this

practicum contacted Cannon's office and requested a copy of the survival guide which proved to be an excellent source of information and offered practical and workable suggestions for a substitute teacher. Cannon suggested substitutes need to: (1) be visible, accessible, friendly, courteous, firm, and consistent, (2) greet the entire class, state their name and explain their presence, (3) give the students the lesson objectives, (4) teach the lesson, (5) assist students as they work, and (6) keep learning activities moving at a smooth, steady pace. These are only a few of the suggestions Cannon has placed in her handbook, and the writer used many of these ideas when designing the handbook for substitutes as part of the solution strategy for the target school.

Finally, the writer would like to touch upon the personal contacts made to gather information regarding solutions to problems related to substitute teaching. As stated in Chapter I, when conducting the needs assessment survey of the substitute teachers, the writer requested names of teachers who were consistently well prepared for substitutes. The writer contacted the teachers named to gather ideas and materials from which to design the solution strategy.

Those contacted were very supportive and helpful and offered many useful ideas and materials. As the writer had also requested on the substitute survey, the substitutes listed the names of area schools which have a well organized system of dealing with substitutes. The names of two area high schools were given, and the writer contacted both schools. In response to phone calls, the writer received a substitute handbook from one of the high schools which was helpful in designing materials to give to the substitutes regarding school policies and procedures at the target school. One other personal contact made by the writer was to follow up on a lead from a relative (Miles) who is employed by the St. Mary's County School Board in Maryland. This lead allowed the writer to receive an excellent substitute handbook which was also very helpful in designing the handbook for the target school.

A thorough review of the educational literature provided a wide scope and variety of prospective solutions to the problems related to substitute teaching. The solution strategies the writer chose were based on a combination of the research and information from the sources cited above.

Simply stated, these strategies included:

1. Designing, producing, and distributing a substitute teachers' handbook.
2. Designing, producing and distributing materials for teacher use when preparing for a substitute.
3. Training substitutes and teachers, highlighting proper use of the items listed above.
4. Compiling and distributing educational activities for use by substitute teachers in the classroom.
5. Personally greeting substitutes, offering a tour of the campus, and assisting them when locating necessary information and materials.

The writer selected these solution strategies for the following reasons:

1. Need: The needs, as determined by surveys and interviews of the target population and substitutes would be met.
2. Time: These strategies could be implemented in the 10 week period, and the writer would be able to note some progress.
3. Equipment required: The target school contained all of the necessary materials and equipment needed to implement the selected solution strategies.

4. Money: The 10 week period of implemention would not cost the school district excessive money. The only financial burden was the expense of a substitute handbook and forms designed to aid the teacher in preparing for a substitute. The building principal was enthusiastic about the development of these items and agreed to finance them.

5. Personnel needed: The target school staff included all of the personnel required to implement the solution strategies chosen.

The predominant theory held by the writer was that the target school needed a substitute teacher management program to be developed and implemented to eliminate the problems substitutes were experiencing. The writer hypothesized that implementation of the substitute teacher management program would (1) offer a systematic method by which the substitutes would receive information and materials regarding school policies and procedures, (2) give substitutes the information and materials needed from teachers, (3) offer substitutes meaningful educational activities to use in the event that sufficient lesson plans from the teachers were not available, (4) offer the target

population a systematic method to use when preparing for a substitute, (5) give the teachers feedback from substitutes regarding the accomplishments of the day, and (6) enhance communication between classroom teachers and substitutes and offer substitutes the support needed from faculty and staff to enable them to experience a productive and enjoyable day at the target school. The writer's hypothesis that the substitute teacher management program, based on informatiion gathered by an extensive review of the literature, would prove to be an effective solution strategy was realized.

## CHAPTER III

## Methodology

A number of sequential tasks were carried out by several people in order for the substitute management program to be successful. The tasks performed evolved in the following sequence:

WEEK ONE-

1. The writer met with the principal's secretary and explaind the procedure to be used in the distribution and collection of the substitute handbooks and asked her to notify the writer as soon as she learned that a substitute would be in the building.
2. The writer met with the members of the target population and accomplished the following:
   a. Distributed materials to be used by the classroom teachers when preparing for a substitute.
   b. Delivered instruction regarding proper use of the materials designed for use in preparing for a substitute.
   c. Gave the teachers a copy of the substitute handbook so they were aware of the full scope of the substitute teacher management program.

d. Shared recommendations of Parsons and Dillon (1981) and Rundall (1981) to instill awareness of what a study of the literature revealed.

e. Explained that the writer or team leader would be accompanying substitutes to the classroom and assisting them in locating lesson plans and other necessary items.

f. Encouraged the teachers to ask for assistance from the writer as needed.

g. Explained the evaluation procedure to be used upon completion of the 10 week implementation period of the substitute teacher management program.

3. The writer met with the substitute teachers who were in attendance at the target school on a regular basis and accomplished the following:

a. Explained the distribution and collection procedure to be used regarding the substitute handbook.

b. Delivered instruction regarding the proper use of the substitute handbook and explained the procedure to follow regarding the educational activities compiled for use in the classroom.

c. Explained the procedure to be used when filling out the substitute report form.

d. Shared the recommendations of Warren (1988), Wilson (1985), Dilanian (1986), Davis (1980), and Cannon (1984) to make the substitutes aware of the findings of the review of the literature.

e. Explained the evaluation procedure to be used after the program had been implemented for 10 weeks.

4. The writer met with the School Based Management Council and team leaders and accomplished the following:

a. Explained the complete procedure of the substitute teacher management program.

b. Displayed a copy of the substitute handbook.

c. Displayed the materials the teachers would be using when preparing for a substitute.

d. Explained the role of team leaders in the substitute management program.

e. Encouraged members of the School Based Management Council to support the program by assisting substitutes as needed.

WEEKS TWO THROUGH NINE-

1. The principal's secretary:
    a. Notified the writer when a substitute was in the building.
    b. Distributed and collected the substitute handbooks.
    c. Notified the writer of comments from the substitutes or teachers regarding the substitute teacher management program.
2. The substitutes:
    a. Received a copy of the substitute handbook.
    b. Went on a tour of the building, and were taken to their designated classrooms.
    c. Followed instructions left by the classroom teacher.
    d. Used the resource people available to them.
    e. Filled out the substitute report form and left it on the teacher's desk.
    f. Left other pertinent information for the teacher.
    g. Returned the substitute handbook to the principal's secretary.
    h. Gave daily feedback to the writer regarding the success of the substitute teacher program.

3. The target group of teachers:
   a. Notified the principal's secretary as soon as absence was anticipated.
   b. Notified the writer of their absence, if possible.
   c. Used materials designed by the writer to prepare for their substitute.
   d. Left all necessary information and materials for their substitute.
   e. Followed up on messages and information left by the substitutes.
   f. Gave daily feedback to the writer regarding the success of the substitute teacher program.
4. The team leaders:
   a. Offered a tour of the campus to substitutes who were new to the building, if the writer was unable to do so.
   b. Assisted the substitutes assigned to their team.
   c. Gave daily feedback to the writer regarding the success of the substitute teacher management program.

5. The writer:

   a. Assisted teachers, as needed, in preparing for a substitute.

   b. Greeted the substitutes, offered a brief tour of the building and showed them to their classroom.

   c. Conducted systematic observations to determine if the classroom teachers had left all necessary materials and information for their substitute.

   d. Assisted the substitutes in locating the information and materials left by the teacher.

   e. Assisted the substitutes in contacting resource people, as needed.

   f. Introduced the substitutes to the leader of the team to which they were assigned.

   g. Talked to the substitutes at the end of the day to briefly discuss the day's events.

   h. Upon return of the teacher to the classroom, inquired about the effectiveness of the communication between the teacher and the substitute.

i. Determined from conversations with those involved in the program that the substitute teacher management program did not need to be altered or changed in any way throughout the implementation period.

AT THE END OF WEEK TEN-

1. The writer administered the substitute teacher post survey (Appendix D:47).
2. The writer administered the classroom teacher post survey (Appendix E:49).
3. The writer met with the principal's secretary to discuss the quality of the substitute teacher management program.
4. The writer met with the School Based Management Council and team leaders and received verbal feedback regarding the substitute teacher management program.

After the surveys were administered, the systematic observations completed, and informal discussions with those involved were conducted, the writer compiled the data and evaluated the results of the substitute teacher management program.

# CHAPTER IV

## Results

The post survey (Appendices D:47 and E:49) results demonstrate the merits of the substitute teacher management program for enhancing communication between classroom teachers and substitute teachers at the target school. All nine of the outcome objectives were met and the informal feedback from everyone involved was extremely positive.

During the final week of implementation, the substitute teacher post survey (Appendix D:47) was administered. A total of five substitutes had taught for a member of the target population and had been directly involved in the substitute teacher management program. Each of these substitutes responded positively to all statements on the post survey. A summary of these statements follow:

1. The program reduced frustration for substitutes working for target teachers by at least 50 percent.
2. The program significantly improved the quality of information and materials from target teachers, especially lesson plans, seating charts, and class schedules.
3. The program significantly improved information and materials defining school policies and procedures.

4. The program significantly enhanced communication between teachers and substitutes regarding emergency instructions and discipline procedures.

5. The program offered educational and beneficial activities for use in the classroom.

The classroom teacher post survey (Appendix E:49) was administered to five of the six members of the target population. (One member was not an active participant do to perfect attendance during the implementation period). One hundred percent of the five targeted teachers responded positively to all statements on the post survey regarding the effectiveness of the substitute teacher management program. A summary of these statements follow:

1. The program significantly improved the quality of the information and materials teachers gave to substitutes, especially lesson plans, class schedules, and seating charts.

2. The program significantly improved the information and materials given to the substitutes regarding school policies and procedures.

3. The program significantly enhanced communication between teachers and substitutes regarding emergency instructions and discipline procedures.

4. The program offered a systematic and thorough approach to preparing for a substitute.

In addition to accomplishing all nine of the outcome objectives, the substitute teacher management program closed six of the seven discrepancy gaps as

described on page 12 and illustrated in Table III. These gaps indicated the needs of the substitute teachers as determined prior to the development of the program. Table III also illustrates the improvements made toward closing these gaps as a result of the substitute teacher management program. The improvements were documented following systematic observations conducted by the researcher during the ten weeks of implementation.

Table III

Improvement of Discrepancy Gaps
In Meeting Substitute Teachers' Needs

| ITEM | GAP BEFORE PROGRAM | GAP AFTER PROGRAM | PERCENT IMPROVEMENT |
|---|---|---|---|
| 1. L. Plans | 40% | 0% | 40% |
| 2. S. Charts | 60% | 20% | 40% |
| 3. C. Schedules | 60% | 0% | 60% |
| 4. E. Instruct. | 100% | 0% | 100% |
| 5. A. Procedures | 100% | 0% | 100% |
| 6. S. Policies | 100% | 0% | 100% |
| 7. D. Prodecures | 100% | 0% | 100% |

1-Lesson Plans
2-Seating Charts
3-Class Schedules
4-Emergency Instructions
5-Attendance Procedures
6-School Policies
7-Discipline Procedures

Item number two, seating charts, shows a discrepancy gap of 20% do to the fact that one target teacher failed to leave a seating chart for the substitute teacher.

## CHAPTER V

## Recommendations

The substitute teacher management program provided such a high level of success that the School Based Management Council has asked the writer and principal for approval to implement the program schoolwide. The principal, who is retiring at the end of the summer session, is in full support of the continuation and expansion of the program to include all instructional staff members. The retiring administrator has stated that a recommendation for continuation of the program and implementation on a schoolwide basis will be given to the newly selected principal. In the fall, the writer will explain the entire program to the new administrator and request that implementation of a schoolwide program begin following the first meeting of the School Based Management Council.

Appendices

## Reference List

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# APPENDIX A

## MAIN OFFICE INTERVIEW

INTERVIEWER: MARGARET GAFFNEY

INTERVIEWEES: DEAN OF STUDENTS
PRINCIPAL'S SECRETARY

SUBJECT: SUBSTITUTE TEACHERS

1. When substitutes arrive in the office, are they always given information regarding school policies and procedures?

2. Do you feel it would be beneficial for the school to have a systematic method for giving the substitutes information about school policies and procedures?

3. Do you feel the school could assist the substitutes with classroom management by making them more aware of school policies and procedures?

4. Judging from your interaction with substitutes, do you believe substitutes are satisified with the information and materials they receive from the instructional staff?

5. Judging from your interaction with substitutes, do you believe substitutes need teachers in this school to develop an organized system of preparing for substitutes?

## APPENDIX B

## SUBSTITUTE TEACHER SURVEY

Please answer the following questions based on your experiences as a substitute teacher at this school. Your answers and suggestions are needed to help us improve the communication between teachers and substitutes. Check the column which best describes your response.

1. Upon arrival at your designated classroom, are the following items ALWAYS available?

| | YES | NO |
|---|---|---|
| A. Lessons plans | 1 | 9 |
| B. Seating charts | 0 | 10 |
| C. Class lists | 0 | 10 |
| D. Class schedule | 1 | 9 |
| E. Classroom rules | 0 | 10 |
| F. Attendance procedures | 0 | 10 |
| G. Name of a contact person | 0 | 10 |
| H. School policies and procedures | 0 | 10 |
| I. Location of video and movie equipment | 0 | 10 |
| J. School map | 0 | 10 |

APPENDIX B (continued)

2. Please list teachers at this school who you feel need assistance in preparing for a substitute:
(The number indicates how many substitutes listed each teacher.)
Teacher A=4 Teacher B=4 Teacher C=5
Teacher D=4 Teacher E=4 Teacher F=4

3. Please list names of teachers for whom you have substituted who are exceptionally well prepared for a substitute:
(Five names were given and the researcher will follow up on this information when preparing the solution strategy.)

4. Please name a particular school which you could recommend as having an effective and systematic substitute management program:
(Two schools were named and the researcher will follow up on this information when preparing the solution strategy.)

5. Please suggest changes which could be made to improve your day as a substitute at this school:
(Many suggestions were made as explained in the text of this proposal.)

## APPENDIX C

## TEACHER INTERVIEW

INTERVIEWER: Margaret Gaffney

INTERVIEWEES: Teachers A-F

SUBJECT: Substitute Teachers

| QUESTION | ANSWER | |
|---|---|---|
| | Yes | No |
| 1. Do you have a systematic method you use when preparing for a substitute? | 0 | 6 |
| 2. Do you ALWAYS leave the following items for a substitute: | | |
| A. Lesson plans | 4 | 2 |
| B. Seating charts | 3 | 3 |
| C. Class lists | 0 | 6 |
| D. Class schedules | 1 | 5 |
| E. Emergency instructions | 0 | 6 |
| F. Attendance procedures | 1 | 5 |
| G. Discipline procedures | 0 | 6 |
| H. The name of a contact person for general assistance | 0 | 6 |
| I. The name of a reliable student | 0 | 6 |
| J. Homework assignments | 0 | 6 |
| K. Class rules | 0 | 6 |
| L. Location of video or movie equipment | 0 | 6 |

APPENDIX C (continued)

| QUESTION | ANSWER Yes | No |
|---|---|---|
| 3. If a program were developed offering a systematic method of preparing for a substitute, would you be willing to use it the next time you prepare for a substitute? | 6 | 0 |

APPENDIX D

SUBSTITUTE TEACHER POST SURVEY

Subject:
Substitute Teacher Management Program

Please indicate your responses to the following statements by placing check marks in the appropriate column. Your responses will help evaluate the effectiveness of the substitute teacher management program implemented at our school.

| STATEMENT | ANSWER COLUMN | |
|---|---|---|
| | I AGREE | I DO NOT AGREE |
| 1. The program reduced frustration for substitutes working for target teachers by at least 50 percent | 5 | 0 |
| 2. The program significantly improved the quality of information and materials from target teachers, especially lesson plans, seating charts, and class schedules | 5 | 0 |
| 3. The program significantly improved information and materials regarding school policies and procedures | 5 | 0 |

APPENDIX D (continued)

| STATEMENT | ANSWER COLUMN | |
|---|---|---|
| | I AGREE | I DO NOT AGREE |
| 4. The program significantly enhanced communication between teachers and substitutes regarding emergency instructions and discipline procedures_____ | 5 | 0 |
| 5. The activities selected for the program were beneficial and educational_____ | 5 | 0 |

6. Please use the following lines to write comments and suggestions for improving the substitute teacher management program:

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## APPENDIX E

## CLASSROOM TEACHER POST SURVEY

Subject:
Substitute Teacher Management Program

Please indicate your responses to the following statements by placing check marks in the appropriate column. Your responses will help evaluate the effectiveness of the substitute teacher management program implemented in our school.

| STATEMENT | ANSWER COLUMN | |
|---|---|---|
| | I AGREE | I DO NOT AGREE |
| 1. The program significantly improved the quality of the information and materials teachers gave to substitutes especially lesson plans, class schedules, and seating charts_____ | 5 | 0 |
| 2. The program significantly improved the information and materials given to the substitutes regarding school policies and procedures_____ | 5 | 0 |
| 3. The program significantly enhanced communication between teachers and substitutes regarding emergency instructions and discipline procedures_____ | 5 | 0 |

APPENDIX E (continued)

| STATEMENT | ANSWER COLUMN | |
|---|---|---|
| | I AGREE | I DO NOT AGREE |
| 4. The program offered a systematic and thorough approach to preparing for a substitute | 5 | 0 |

5. Please use the following lines to write comments and suggestions for improving the substitute teacher management program:

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